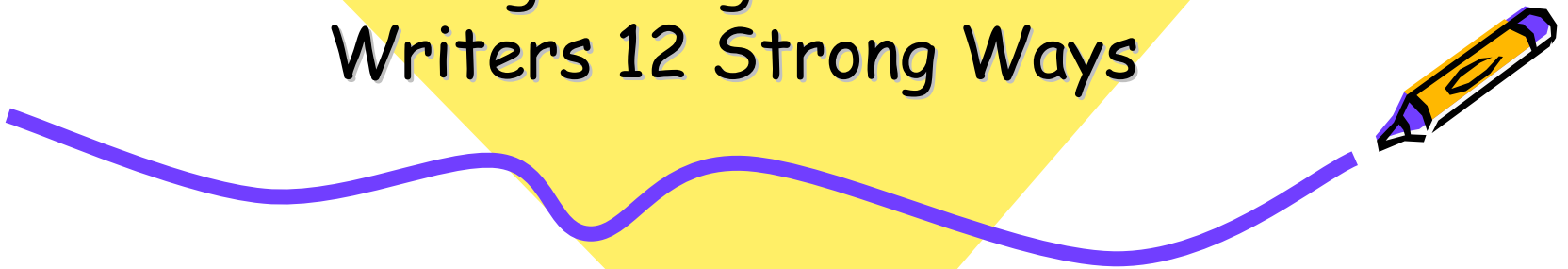




The Literacy Pyramid

Building Young Readers and
Writers 12 Strong Ways



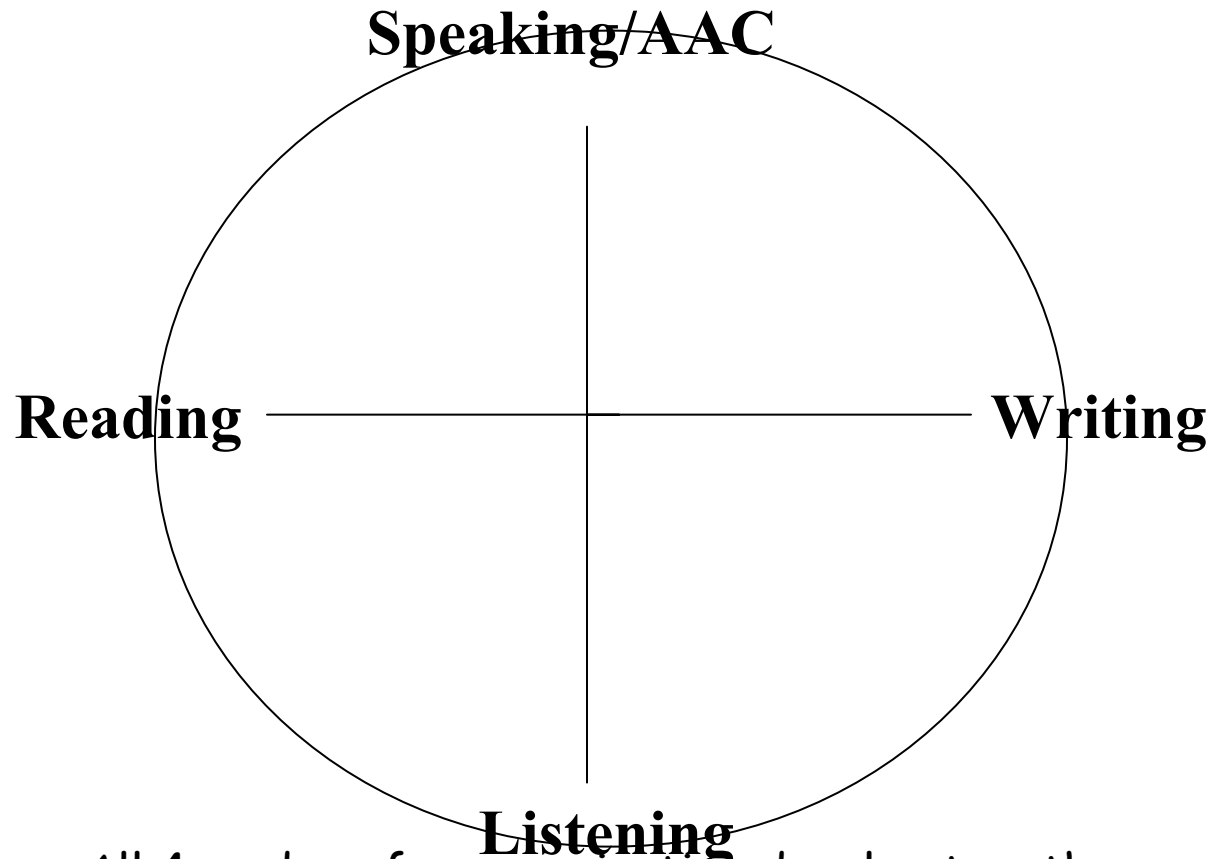
Oral and Written Language Development



- Develop together in language rich environments;
- Help one another to continually develop over a lifetime;
- Share phonemes, rules for combining phonemes to make words;
- Share rules for combining words into sentences;
- Share purposes for communicating
- Share vocabulary.



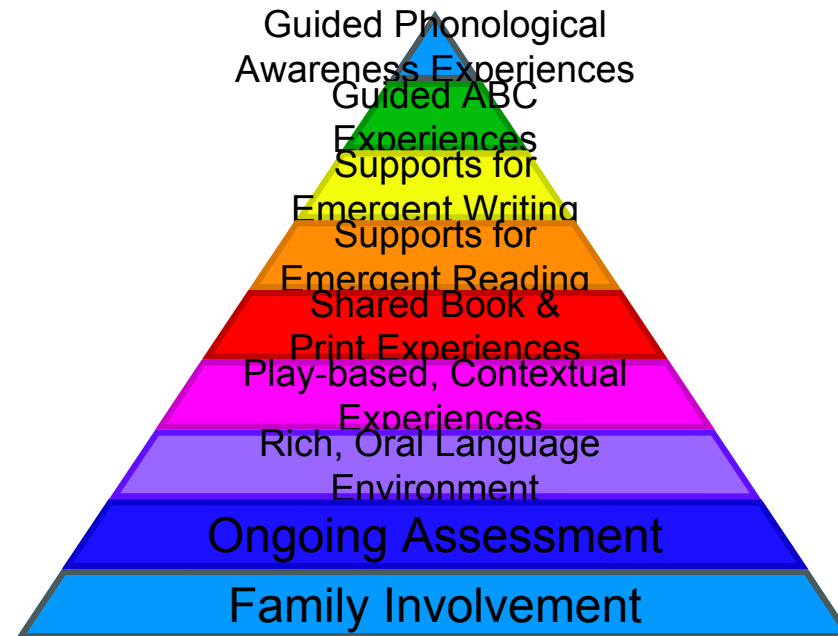
Oral and Written Language Development



All 4 modes of communicating develop together
and help one another to develop through out a
life time



The Literacy Pyramid



Pierce, 2004 adapted from Roskos, Christie, & Richgels (2003), The essentials of early literacy instruction, Young Children, (58), 52-60.

Family Involvement



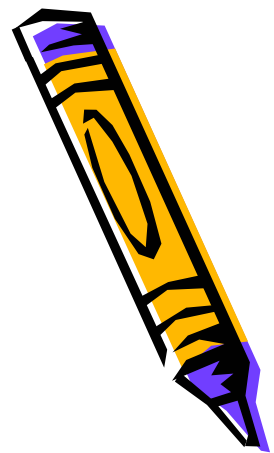
- Literacy resources (e.g., library cards, books, literacy education for families);
- Children's literacy workshops for families, based on their needs and interests;
- Family members reading to children in classrooms, sending in taped readings reflective of cultural and linguistic backgrounds.



Rich Oral Language Environment

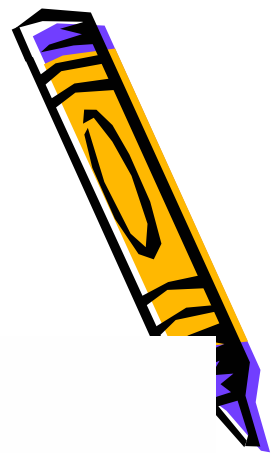


- Children talk more than adults;
- ALL children have multiple ways to communicate;
- Adults really listen-show true interest in what children are doing and saying
- Reflect on what children are doing
- Label their feelings
- Ask open ended, action questions; give suggestions
- Encourage choice & rule making

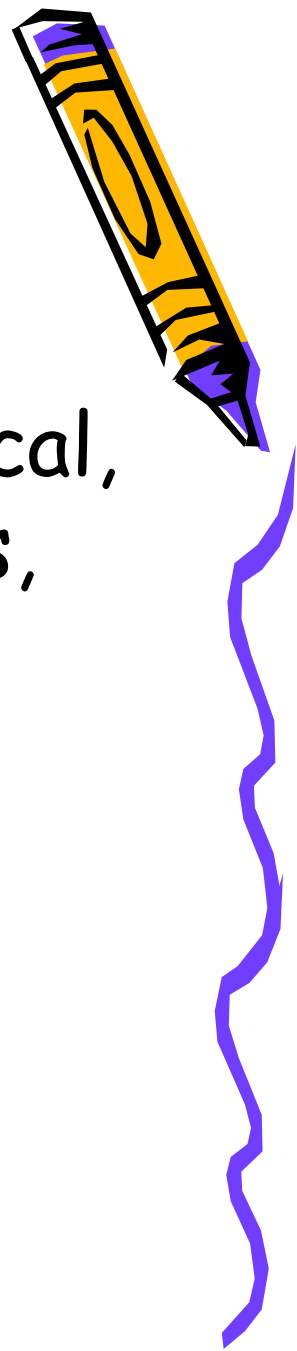


Ongoing Assessment

- Informs practice
- Uses multiple, authentic approaches
 - Observation Notes
 - Work Samples



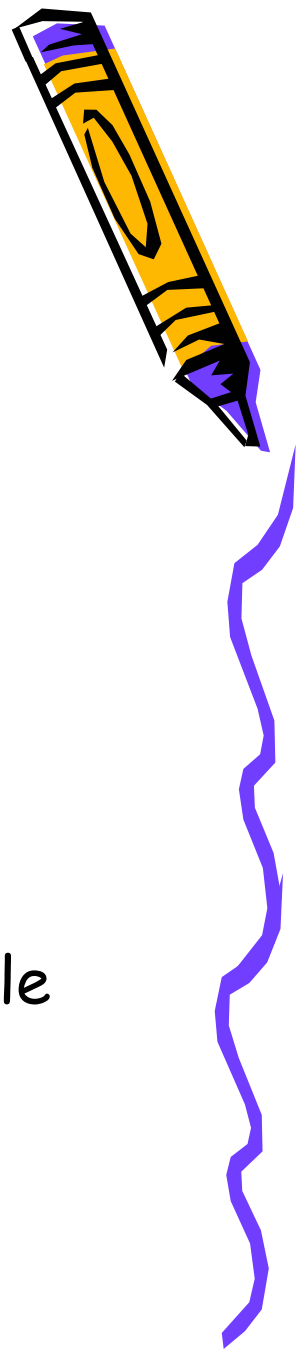
Integrated, Play-Based Experiences



- Based on children's interests: topical, people/interactions, sights, sounds, smells, tastes, touch/textures, limitations of these attributes
- Look at frequency, duration, and intensity (size, number, display)



Shared Book and Print Experiences

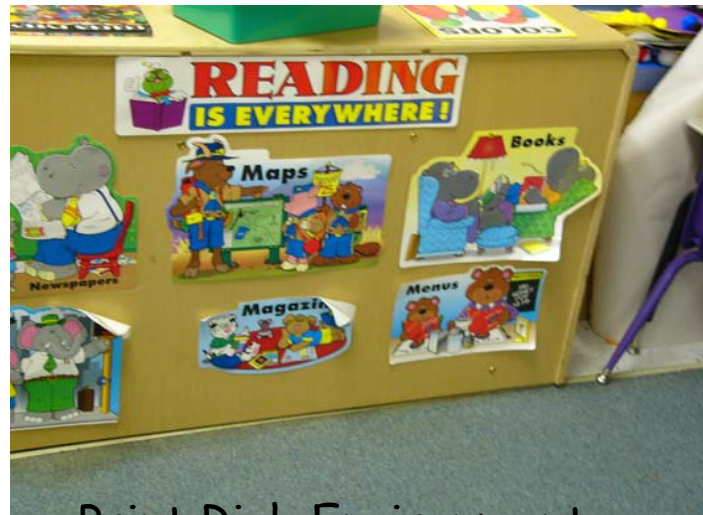


- Story Sharing
- Environmental Print (e.g., logos, newspapers, magazines)
- Print in the environment (e.g., labels, books, directions)
- Book Sharing
 - Follow the C*A*R* (comment and wait; ask questions and wait, respond by adding a little more)





Environmental Print



Print Rich Environment

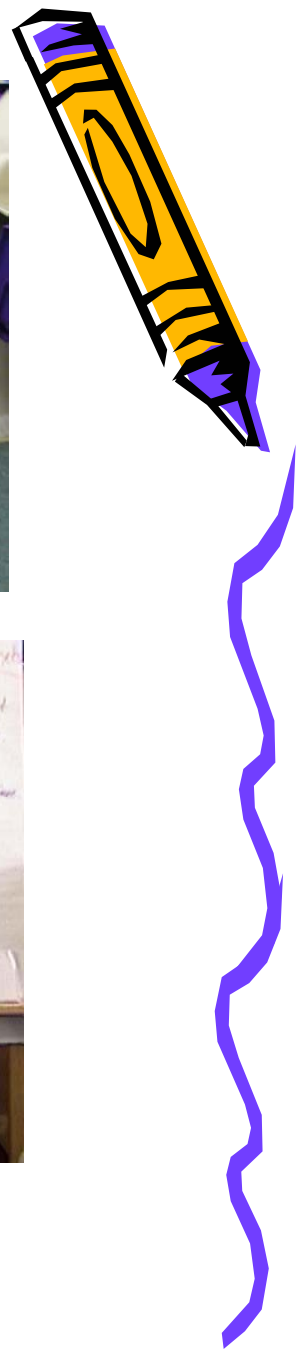


Storybook Sharing

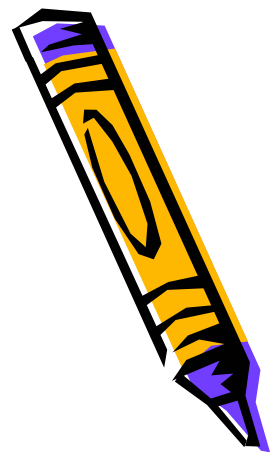


Story Sharing

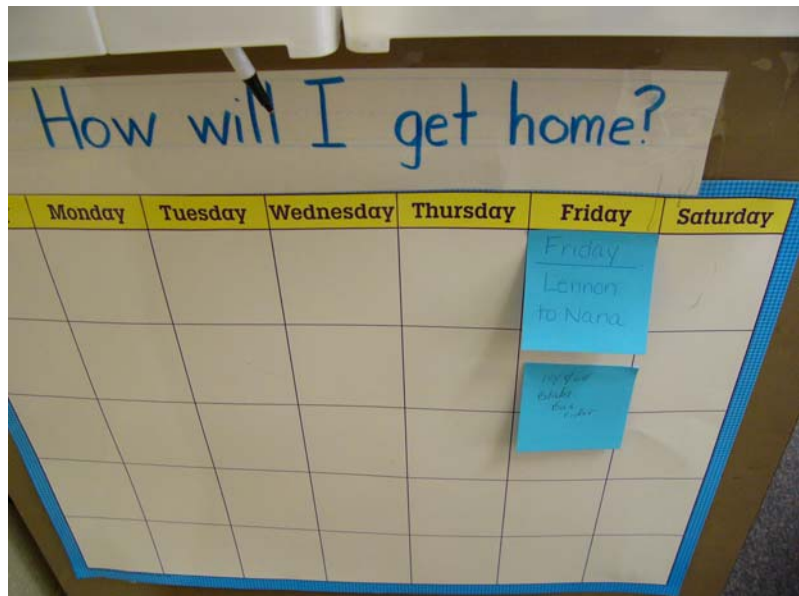
Book and Print Sharing



Supports for Emergent Reading



- Shared Reading of Big Books
- Dialogic Reading (CROWD)
- Modeling Use of Reading for Real Purposes (e.g., learning, problem solving, task completion)
- Information Books

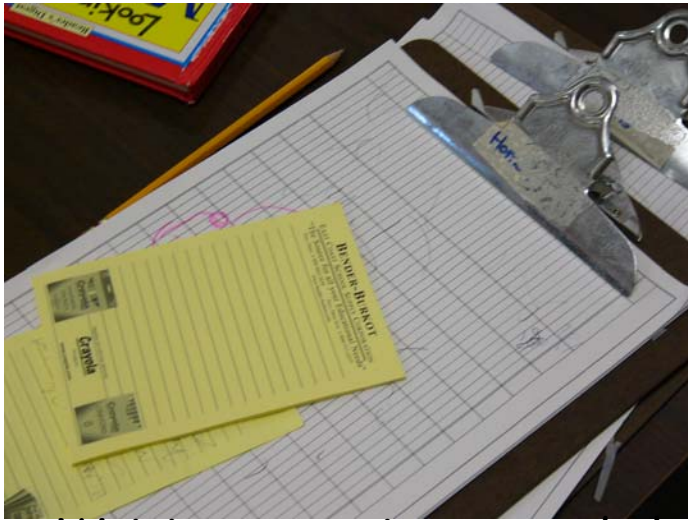


Supports for Emergent Writing

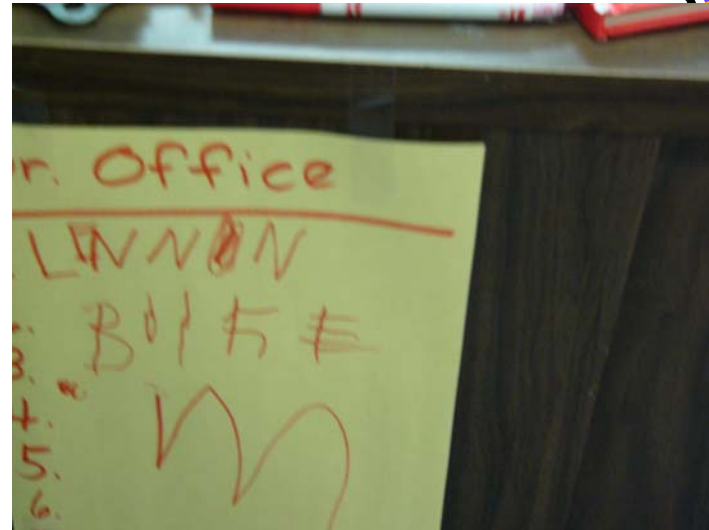


- Language Experience Approach
- Shared Writing
- Modeling use of writing for real purposes (e.g., memory, self-expression, ownership)

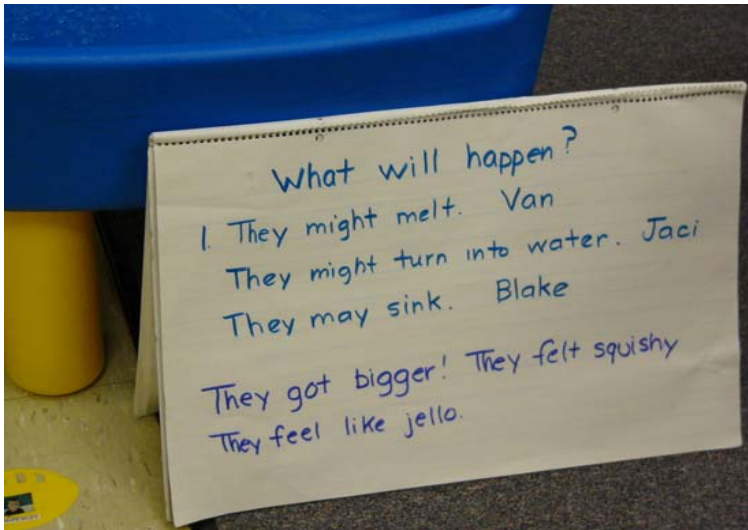




Writing props in pretend play



Waiting list



Shared Writing



Modeling uses of writing

Supports for Emergent Writing

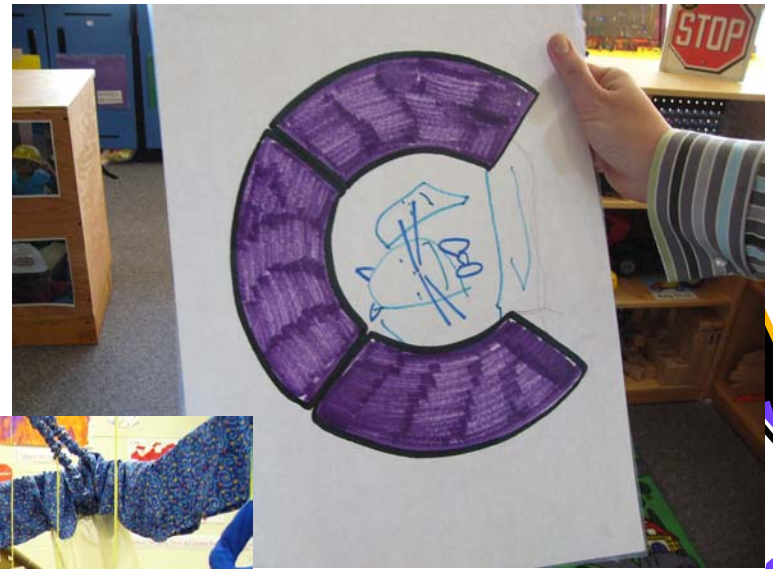
Guided Alphabet Experiences

- Point out letter in child's name while reading and/or looking at environmental print
- Play with letter names and letter sounds throughout the day (sign in, word walls, letter walks).





Name Games



Block Designs



ABC's Everywhere!



Mailboxes



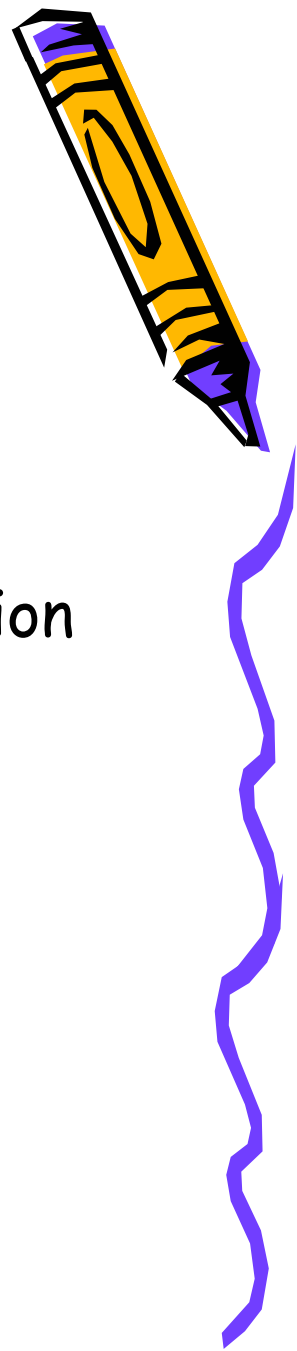
Guided Phonological Experiences



- Singing, Rhyming, and Alliteration (e.g., chore charts, word walls)
- Segmenting of names for transition activity



Professional Supports



- Professional Development
 - Self-assessment resulting in professional development plans, implementation, evaluation
 - Peer Mentoring
 - Model Program visits/technical assistance
- Program Evaluation
 - ELLCO
 - ECERS-B

